DOCUMENT RESUME

ED 382 260 JC 950 243

AUTHOR Mohammadi, John; And Others
TITLE Academic Performance of PHCC Students Transferring to Institutions of Higher Education.
INSTITUTION Patrick Henry Community Coll., Martinsville, VA.
PUB DATE Mar 95
NOTE 26p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Persistence; *Articulation (Education); *College Credits; *College Transfer Students; Community Colleges; Educational Mobility; Enrollment; Followup Studies; Grade Point Average; Grades (Scholastic); Questionnaires; School Demography; *Student Attitudes; Success; Two Year Colleges; Two Year College Students
IDENTIFIERS *Patrick Henry Community College VA

ABSTRACT

In September 1993, Patrick Henry Community College (PHCC), in Virginia, conducted a study of the characteristics and academic performance of students who transferred to four-year institutions during the fall semesters of 1990 and 1993. Two sources of data were used: student records from 18 four-year institutions and responses to a questionnaire mailed to former PHCC students. Results of the study indicated the following: (1) while white and most minority students were proportionally represented among transfer students, African American transfers were slightly lower than the percentage of head count enrollment for the same period; (2) approximately 87% of the students who responded to the survey indicated that their intended educational goal at PHCC had been to attain an associate degree or transfer; (3) 95% of respondents indicated that they had met their educational goals to some extent (31%) or to a great extent (64%); (4) three-fourths of students had earned over 37 semester hours before transferring, with 44% earning 60 or more hours and 21% earning 75 or more hours; (5) the average number of credit hours earned by respondents was 53.5 and the average number of transfer credits accepted by senior institutions was 47, indicating that students lost few credits upon transfer; and (6) faculty performance, instructional quality, and faculty/student interaction rated highest among students. (Data tables and the survey instrument are appended.) (MAB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Academic Performance of PHCC Students Transferring to Institutions of Higher Education

ED 382 260

Institutional Planning and Research
Information Services
Patrick Henry Community College

P.O. Box 5311
Martinsville, VA 24115
Phone: (703) 638-8777 ext. 288/280

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Mohammadi

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

John Mohammadi, Ph.D.
Bernard Shaffer
Rachel Farris

JC 950 243

BEST COPY AVAILABLE

Academic Performance of Former PHCC Students Who Transfer to Institutions of Higher Education

Information Services
Institutional Planning and Research
Patrick Henry Community College
P.O. Box 5311
Martinsville, VA 24115
Phone: (703) 638-8777 ext. 288/280
March 1995

Table of Contents

		Page
Introduction:		5
Methodology:		5
Analysis:		
Q1.	What is the demographic characteristic of the former PHCC students who transfer to four-year institutions?	6
Q2.	Where do the former PHCC students transfer?	6
Q3.	Do transfer students meet their academic objectives?	7
Q4.	What is the credit hours completion pattern at PHCC prior to transferring to four-year institutions?	7
Q5.	Are the transfer students academically successful at PHCC and the four-year institutions?	7
Q6.	How many credit hours did the former PHCC students complete prior to transfer at PHCC and after transferring to four-year institutions?	8
Q7.	How do former PHCC students rate the quality of academic and student services at PHCC?	8
Q8.	Would gender or race make a difference in the academic achievement of students who transfer to four-year colleges?	9
Conclusion:		10

Page

List of Tables:

Table 1. Demographic Characteristics of Former PHCC Students Who Transferred To Senior Institutions 6

Table 2 Percentage of Former PHCC Students Who Were Accepted By Four-year Colleges (1990 - 1993) 11

Table 3 Perceptions of Former PHCC Students on the Academic Goals and Achievements While Attending PHCC 12

Table 4 Credit Hours Earned By Former PHCC Students Prior to Transferring to Four-year Institutions 13

Table 4a Transfer Student Credit Analysis 14

Table 5 Transfer Students Cumulative GPA at PHCC, and the Cumulative GPA at Four-year Institutions 15

Table 5a Credit Hours Completed by Transfer Students at PHCC, Cumulative GPA at PHCC, and Cumulative GPA at Four-year Institutions 16

Table 5b Transfer Students Cumulative GPA at PHCC, and the Cumulative GPA at Four-year Institutions By Their college Major 17

List of Figures:

Figure 5a. GPA of Transfer Students At Four-year Colleges 18

Figure 5b. GPA of Students at PHCC Prior to Transfer to Four-year Colleges 18

Figure 5c. GPA of Transfer Students At Four-year Colleges 19

Figure 5d. GPA of Former PHCC Students At PHCC Prior To Transfer To Four-year Colleges 19

Figure 6a. Hours Completed At PHCC Prior To Transfer To Four-year Colleges 20

Figure 6b. Credit Hours Accepted By Senior Institutions 20

Appendices

Appendix A. The Name of Four-Year Transfer Colleges 21

Appendix B. Transfer Survey 23

Academic Performance of Former PHCC Students Who Transfer to Senior Institutions of Higher Education

Introduction:

One of the major components of Patrick Henry Community College's mission statement is that of preparing students for transfer to four-year colleges and universities. State Council of Higher Education for Virginia (SCHEV) requires that all public senior institutions of higher education in the State of Virginia should share the transfer data with the colleges in the VCCS. One of the major limitations of this study was the very difficult process of obtaining transfer data in a timely and consistent manner from senior institutions.

Methodology:

This study was designed to collect information about the academic performance of PHCC students who transferred during the fall semester of 1990 and the fall semester of 1993. The study was comprised of two related, yet separate components. The first component of the study started in September 1993 by collecting information on colleges that had received transfer students from PHCC. Sixty-four public and private four-year institutions were contacted by mail (two mailings, a cover letter and a follow-up), and 44 colleges responded (68%). See Appendix A for the names of colleges. Students records were provided by 18 institutions and a transfer database was created for the former PHCC students. In the second component of this study, a questionnaire was designed and mailed along with a cover letter to all former PHCC students (see Appendix B). The purpose of this questionnaire was to gather information on the student's perceptions of progress at their four-year institutions, as well as their satisfaction with the quality of academic and student services while attending PHCC. Three mailings (an original and two follow-ups) were sent to former PHCC students. The response rate was 49 percent.

This study was designed to answer the following questions:

Q1. What is the demographic characteristic of the former PHCC students who transfer to four-year institutions?

Q2. Where do the former PHCC students transfer?

Q3. Do transfer students meet their academic objectives?

Q4. What is the credit hours completion pattern at PHCC prior to transferring to four-year institutions?

Q5. Are the transfer students academically successful at PHCC and the four-year institutions?

Q6. How many credit hours did the former PHCC students complete prior to transfer at PHCC and after transferring to four-year institutions?

Q7. How do former PHCC students rate the quality of academic and student services at PHCC?

Q8. Would gender or race make a difference in the academic achievement of students who transfer to four-year colleges?

Analysis:

Q1. What is the demographic characteristic of the students who transfer to senior institutions?

Demographic characteristics of the former PHCC students who transferred to four-year senior institutions are presented in Table 1. Of the total PHCC students who transferred to four-year institutions during the academic year 1990 and 1993, approximately 38 percent were male and 62 percent were female. The ethnic background of the former PHCC students who transferred were 82 percent white, 16 percent African American, and 2 percent other minority students. The percentage of white and other minority students were approximately proportional to the percentage of head count enrollments. However, the percentage of African Americans who transferred was slightly lower than the percentages of head count enrollment for the same period. The age categories of former PHCC students who transferred were approximately 80 percent between 22 and 34, 14 percent between 18 - 21, 5 percent between 35 - 44, and finally 4 percent above the age of 45.

Table 1. Demographic Characteristics Of Former PHCC Students Who Transferred To Senior Institutions

Students' Groups	White	African-American	Others	Total
Male	33.10	3.10	1.20	37.40
Female	48.50	13.50	0.60	62.60
Total	81.60	16.60	1.80	100.00

Q2. Where do the former PHCC students transfer?

Table 2 (attached) presents the data on the four-year senior institutions that the former PHCC students had transferred. Averett College in Danville, VA received the highest percentage of transfers (25.9%) followed by Radford University in Radford (24.6%); Ferrum College in Ferrum (21.5%); Old Dominion University in Norfolk (10.0%); James Madison University in Harrisonburg (3.5%); Norfolk State University in Norfolk (3.2%); Appalachian State University in Boone, North Carolina (2.8%); Virginia Tech in Blacksburg (1.6%); University of Virginia in Charlottesville (1.3%); Roanoke College in Roanoke (0.9%); Virginia Commonwealth University in Richmond (0.9%); Clinch Valley in Wise, VA (0.9%); Longwood College in Farmville, VA (0.9%); George Mason University in Fairfax, VA (0.6%); and finally Gardner-Webb in Boiling Springs, North Carolina; Mary Washington in Fredericksburg, VA; Virginia Military Academy in Lexington, VA; and Virginia Union University in Richmond each with 0.3% of the transfer students.

Q3. Do transfer students meet their academic objectives?

Table 3 (attached) presents the date on the academic goals and academic achievements of the former PHCC students who transferred to four-year institutions. Approximately 87 percent of the students who responded to transfer surveys indicated that their intended educational goal at the time they enrolled at PHCC was to obtain an associate degree or to take courses necessary for transfer. Of those who transferred, 88 percent reported that their future educational plans were to seek a Ph.D. degree (6.8%), a Masters degree (42.4%), or a Bachelors degree (39%) from a higher education institution. It is important to note that, about 95 percent of the former PHCC students who responded to the surveys, perceived that they have met their educational goals to some extent (31%), or to a great extent (64%).

Q4. What is the credit hours completion pattern at PHCC prior to transferring to four-year institutions?

Table 4 (attached) presents the number of community college credits (semester hours) earned by the students prior to transfer to senior institutions. Approximately 44 percent of students earned 60 or more credit hours before transferring. Although the range of credit hours earned by students was wide (min = 2, max = 146), slightly three-fourths of the students had earned over 37 semester hours at PHCC before transferring to four-year institutions. Approximately 10 percent had earned fewer than 12 semester hours. The result of the data analysis indicated that a significant proportion of students (21 percent) had earned 75 or more credit hours - well beyond the minimum requirement for graduation in the associate degree program.

Q5. Are the transfer students academically successful at PHCC and the four-year institutions? GPA analysis before and after transfer.

Table 5 (attached) presents the data on former students cumulative GPA at PHCC, and their cumulative GPA at four-year institutions. The students who transferred during the academic year 1990 through 1993 achieved grades well above passing levels at both PHCC and all the four-year transferring institutions. As a group, they achieved an overall GPA of 2.87 at PHCC and an overall GPA of 2.65 at their four-year institutions. However, their overall first semester GPA at four-year institutions had slightly dropped to 2.46. The overall GPA for women at PHCC and the four-year institutions was higher than men. Among the age groups who transferred to four-year colleges, 18-21 had the lowest GPA, and other minority students has the highest GPA in both PHCC and the receiving college. The graph of the cumulative GPA of former PHCC students from both PHCC and from their four-year colleges are presented in the attachments by Figures 5a, 5b, 5c, 5d. The findings of this study indicates that students transferring from PHCC to other four-year colleges were academically successful in both institutions. Table 5a represents the data on credit hours completed by transfer students at PHCC, cumulative GPA at PHCC, and cumulative GPA at four-year institutions. The cumulative GPA at four-year institutions is consistent with the credit hours completed by transfer students at PHCC. In other words, the higher the number of credit hours completed at PHCC, the higher the cumulative GPA at four-year institutions.

Q6. **How many credit hours did the former PHCC students complete prior to transfer at PHCC and after transferring to four-year institutions?**

The data on the number of credit hours attempted at PHCC before transfer, and the number of credit hours accepted by the receiving senior institutions are presented by Figures 6a and 6b. Overall the number of community college credits accepted by the four-year senior institutions were lower than the credits earned at PHCC. The average number of credit hours attempted at PHCC was 53.5 with minimum of 2 and maximum of 146. Whereas the average number of credit hours accepted by senior institutions was 47 with minimum of 4 and maximum of 99 credit hours. The apparently small loss of credits may suggest that some community college credits were not considered as college level work appropriate for transfer. These credits may be in remedial or other categories that requires further examinations. On the other hand, although approximately 20 percent of former PHCC students had earned more than 75 credit hours prior to transferring but only 99 credits had been accepted by receiving senior institutions. This requires more in depth study to improve the transfer process at PHCC.

Q7. **How do former PHCC students rate the quality of academic and student services at PHCC?**

The second component of the transfer research was designed to examine the perceptions of former PHCC students about the quality of academic and student services while attending PHCC. A questionnaire was designed and mailed to all former PHCC students who were reported by four-year receiving colleges as transfer students. (A copy of the questionnaire is attached in Appendix B.) The following is the summary of the findings:

Services that received the highest ratings by former PHCC students:
(Percentage of students who perceived the service as "Excellent" or "Good")

Student Services	
Grade reporting/transcript processing	(95.0%)
Registration Process	(88.1%)
Business & Administrative Services	(83.0%)
Learning Resource Center	(79.7%)
Academic Services	
Faculty performance in classroom	(93.2%)
Overall quality of instruction at the college	(91.5%)
Faculty/student class interaction	(90.5%)
Overall quality of instruction in my curriculum	(89.8%)
Content of courses	(88.1%)
Testing and grading practices of faculty	(88.1%)

Services that received the lowest ratings by former PHCC students:
(Percentage of students who perceived the service as "Fair" or "Poor")

Student Services	
Availability of cultural activities	(28.8%)
Counseling for program/course selection	(25.4%)
Student orientation class	(23.7%)
College Publications	(22.0%)
Academic Services	
Academic advisement provided by faculty	(18.7%)

Services that students did not utilize:
(Percentage of students who "Did Not Use" the service)

Student Services	
Assistance in finding employment	(71.2%)
Intramural sports	(67.8%)
Extracurricular activities	(54.2%)
Financial aid assistance	(50.8%)
Student organizations	(44.1%)
Academic Services	
Tutorial services/learning assistance	(57.6%)

Q8. Would gender or race make a difference in the academic achievement of students who transfer to four-year colleges?

Two variables were used as academic success indicators: cumulative GPA at PHCC and the cumulative GPA at the four-year college. The idea was to see if gender and ethnic background had made a difference in the academic advancement of students who transferred to four-year colleges. Preliminary analysis presented by Table 5, and Figures 5a, 5b, 5c, and 5d indicated that there were apparent differences in the grade point average of students at PHCC and the four-year colleges regarding the ethnic background and gender. One-Way Analysis of Variance were designed with one or more independent group(s) factor to examine whether the differences were statistically significant,. The assumption in the study was that groups had a common variance and that students were randomly assigned to each group. Significance level of 0.05 was chosen for Alpha. Overall, one statistically significant difference was found. Gender had made a significant difference in the cumulative GPA of former PHCC students at four-year institutions (Average for men = 2.49, average for women = 2.89). The F-ratio was 9.57 and the probability of F was 0.0024. Duncan's new multiple range test was conducted. The posterior test supported the findings of this research.

Conclusion:

The success of transfer students at four-year institutions continues to be a major component of the mission statement and a high priority at Patrick Henry Community College. This study was designed to collect information about the academic performance of PHCC students who transferred during the fall semester of 1990 and the fall semester of 1993. This study found that the percentage of African American students who transferred to four year institutions was proportionally lower than the percentage of their headcount enrollment. Female students proportionally transferred more than male students. The highest percentage of transfer students were between the ages of 22 and 34.

Averett College in Danville, VA received the highest percentage of transfers (25.9%) followed by Radford University in Radford (26.9%), and Ferrum College in Ferrum (21.5%). Approximately 44 percent of transfer students earned 60 or more credit hours before transferring, and 21 percent had earned 75 or more credit hours -- well beyond the minimum requirement for graduation in the associate degree program at a two-year college.

Students who transferred were academically successful in both institutions. They achieved grades well above passing levels at both PHCC and all the four-year transfer institutions. However, students did experience some degree of transfer shock in their academic careers. Students achieved an overall GPA of 2.87 at PHCC, and an overall GPA of 2.65 at the four-year institutions but their overall first semester GPA at four-year institutions had slightly dropped to 2.46. Male experienced more first semester GPA loss than female (2.52 from 2.88 for female and 2.37 from 2.85 for female), and the overall GPA for female was higher than male at both institutions. Among the age groups 18-21 had the lowest GPA and other minority students had the highest GPA in both the PHCC and the receiving institutions.

The cumulative GPA at four-year colleges was consistent with the credit hours completed by transfer students at PHCC. In other words, the higher the number of credit hours completed at PHCC, the higher the cumulative GPA at four-year institutions. The number of community college credits accepted by the four-year institutions were lower than the credits earned at PHCC (47 vs. 53).

Finally more than 80 percent of students perceived the following services as "Excellent" or "Good": grade reporting/transcript processing, registration process, business & administrative services, and Learning Resource Center. Faculty performance in classroom, quality of instruction, and faculty/student class interaction were perceived the highest by students. The following services received the lowest ratings by students: academic advisement provided by faculty, college publications, student orientation classes, counseling, and cultural activities. The following services were not utilized by transfer students: student organization (44%), financial assistance (51%), extracurricular activity (54%), tutorial services (57%), intramural sports (68%), and finally assistance in finding employment (71%).

Table 2. Percentages of Former PHCC Students Who Were Accepted By Four-Year Colleges (1990-1993)

University/College	City	State	% Of Students
Averett	Danville	Virginia	2[illegible].9%
Radford	Radford	Virginia	24.6%
Ferrum	Ferrum	Virginia	21.5%
ODU	Norfolk	Virginia	10.0%
JMU	Harrisonburg	Virginia	3.5%
Norfolk State	Norfolk	Virginia	3.2%
Appalachian State	Boone	North Carolina	2.8%
Virginia Tech	Blacksburg	Virginia	1.6%
University of Virginia	Charlottesville	Virginia	1.3%
Clinch Valley	Wise	Virginia	0.9%
Longwood	Farmville	Virginia	0.9%
Roanoke College	Salem	Virginia	0.9%
VCU	Richmond	Virginia	0.9%
George Mason	Fairfax	Virginia	0.6%
Gardner-Webb	Boiling Springs	North Carolina	0.3%
Mary Washington	Fredericksburg	Virginia	0.3%
Virginia Union	Richmond	Virginia	0.3%
VMI	Lexington	Virginia	0.3%
		Total	100%

Table 3. Perceptions Of Former PHCC Students On The Academic Goals and Acheivements While attending PHCC

Perceived Questions		%Response
1. Students' intended education goals at the time they initially enrolled at PHCC.		
*	To obtain an Associates Degree	39.5%
*	To complete a Vocational/Technical Program	1.2%
*	To take courses necessary for transfer	47.0%
*	To obtain or maintain a Certification	2.5%
*	To take some job-related courses	1.2%
*	To take courses for personal satisfaction	3.7%
*	Other	2.5%
*	No response	2.5%
*	Total	100%
2. The extent to which students have reached their educational goals.		
*	To a great extent	64.4%
*	To some extent	30.5%
*	Uncertain	0%
*	Hardly at all	1.7%
*	Not at all	0%
*	No response	3.4%
*	Total	100%
3. Students' educational plans for the future.		
*	Ph.D. and higher	6.8%
*	Master's degree	42.4%
*	Bachelors degree	39.0%
*	Professional degrees and diplomas	3.4%
*	None	6.8%
*	No response	1.7%
*	Total	100%

Table 4. Credit Hours Earned By Former PHCC Students Prior To Transferring To Four-Year Institutions.

Student Group	Total Students	6 or less credits	7 to 12 credits	13 to 24 credits	25 to 36 credits	37 to 48 credits	49 to 60 credits	60 or more credits
Gender:								
All	100%	4.3%	5.5%	5.5%	12.9%	11.0%	16.6%	44.2%
Male	37.4%	3.3%	6.6%	3.3%	16.4%	11.5%	19.7%	39.3%
Female	62.6%	4.9%	4.9%	6.9%	10.8%	10.8%	14.7%	47.1%
Ethnicity:								
White	82.1%	5.3%	6.0%	3.0%	12.8%	10.5%	16.5%	45.9%
Black	16.0%	0.0%	3.8%	15.4%	11.5%	15.4%	19.2%	34.6%
Other	1.9%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	66.7%
Age Categories:								
17-under	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
18-21	13.5%	23.8%	9.5%	14.3%	28.6%	9.5%	9.5%	4.8%
22-34	77.9%	1.6%	5.5%	3.1%	11.0%	12.6%	18.1%	48.0%
35-44	4.9%	0.0%	0.0%	0.0%	12.5%	0.0%	12.5%	75.0%
45-over	3.7%	0.0%	0.0%	16.7%	0.0%	0.0%	16.7%	66.7%

Table 4a. Transfer Student Credit Analysis (Percentage of Students)

Students Grouped By:	Total Students	6 or less credits	7 to 12 credits	13 to 24 credits	25 to 36 credits	37 to 48 credits	49 to 60 credits	60 or more credits
Curriculum:								
Business Administration	13.0%	0.0%	11.1%	0.0%	5.5%	5.5%	22.2%	55.5%
General Studies	41.3%	3.5%	1.8%	3.5%	15.8%	10.5%	19.3%	40.4%
Science	4.3%	0.0%	0.0%	0.0%	16.7%	16.7%	16.7%	50.0%
Education	15.2%	0.0%	0.0%	0.0%	14.3%	9.5%	14.3%	61.9%
Liberal Arts	2.2%	0.0%	0.0%	0.0%	0.0%	33.3%	33.3%	33.3%
Accounting	2.9%	0.0%	0.0%	0.0%	0.0%	75.0%	0.0%	25.0%
Office-Systems Tech	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Management	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Marketing	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Nursing	10.9%	6.7%	0.0%	13.3%	20.0%	0.0%	0.0%	53.3%
Industrial Electronics Tech	5.1%	0.0%	0.0%	0.0%	14.3%	0.0%	0.0%	85.7%
Microcomputer Specialist	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Criminal Justice	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	100.%	0.0%
Paralegal/ Legal Assisting	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	100.%	0.0%
Bookkeeping	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
HVAC	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Machine Tool Tech	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Clerical Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Industrial Electronics	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
General Business	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Industrial Mechanics	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Industrial Welding	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Early Childhood	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Photo Comm Art & Tech	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Graphic Art & Tech	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Media Comm Art & Design	1.4%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%
CADD	0.7%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	0.0%
Engineering Tech	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Career Studies Certificate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Table 5. Transfer Students Cumulative GPA at PHCC, and the Cumulative GPA at Four-year Institutions

(Students Transferring With 12 or More Credits)

Students	Cumulative GPA at PHCC	Cumulative GPA at 4 yr Institutions	1st SemesterGPA at 4 yr Institutions
Gender:			
All	2.87	2.65	2.46
Male	2.85	2.39	2.37
Female	2.88	2.80	2.52
Age:			
17-under		-	-
18-21	2.78	2.22	2.11
22-34	2.85	2.60	2.47
35-44	3.04	3.55	N/A
45-over	3.32	3.63	3.16
Ethnicity:			
White	2.91	2.66	2.48
Black	2.63	2.56	2.35
Others	3.03	2.69	2.46

Table 5a. Credit Hours Completed by Transfer Students at PHCC, Cumulative GPA at PHCC, and Cumulative GPA at Four-Year Institutions.

Credit Hours Completed	7-12	13-24	25-36	37-48	49-60	≥60
GPA at PHCC						
Average	2.83	2.73	2.94	2.48	2.95	2.92
Minimum	2.00	1.04	1.74	1.58	2.20	2.10
Maximum	3.66	4.00	3.90	3.89	3.90	3.92
GPA at 4-Year Institutions						
Average	2.45	2.88	2.53	2.40	2.87	2.89
Minimum	2.23	2.01	1.30	1.40	1.54	1.40
Maximum	2.86	4.00	3.74	3.94	3.92	4.00

Table 5b. Transfer Students Cumulative GPA at PHCC, and the Cumulative GPA at Four-year Institutions By Their College Major

(Students Transferring With 12 or More Credits)

College Major:	Cummulative GPA at PHCC	Cummulative GPA at 4 yr Institution	1st Semester GPA at 4 yr Institution
Business Administration	3.02	2.33	2.43
General Studies	2.67	2.56	2.35
Science	2.84	2.50	2.36
Education	2.92	2.63	2.65
Liberal Arts	3.01	2.74	2.87
Accounting	3.39	2.97	3.80
Office-Systems Tech	-	-	-
Management	-	-	-
Marketing	-	-	-
Nursing	2.66	2.95	2.20
Industrial Electronics Tech	3.52	3.16	3.46
Microcomputer Specialist	-	-	-
Criminal Justice	2.47	2.43	2.67
Paralegal/ Legal Assisting	2.85	N/A	N/A
Bookkeeping	-	-	-
HVAC	-	-	-
Machine Tool Tech	-	-	-
Clerical Studies	-	-	-
General Business	-	-	-
Industrial Mechanics	-	-	-
Industrial Welding	-	-	-
Early Childhood	-	-	-
Photo Comm. Art & Tech.	-	-	-
Graphic Art & Tech.	-	-	-
Media Comm. Art & Design	3.46	3.00	3.60
CADD	3.10	3.34	N/A
Engineering Tech.	-	-	-
Career Studies Certificate	-	-	-

Figure 5a. GPA Of Transfer Students At 4-Year Colleges

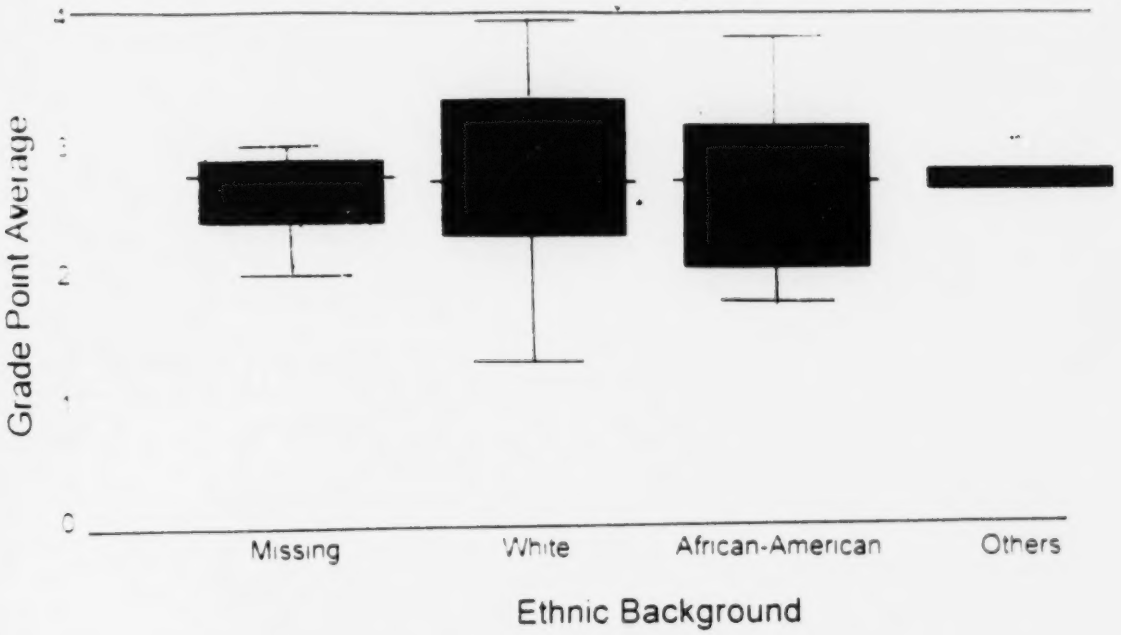


Figure 5b. GPA Of Students at PHCC Prior To Transfer To 4-Year Colleges

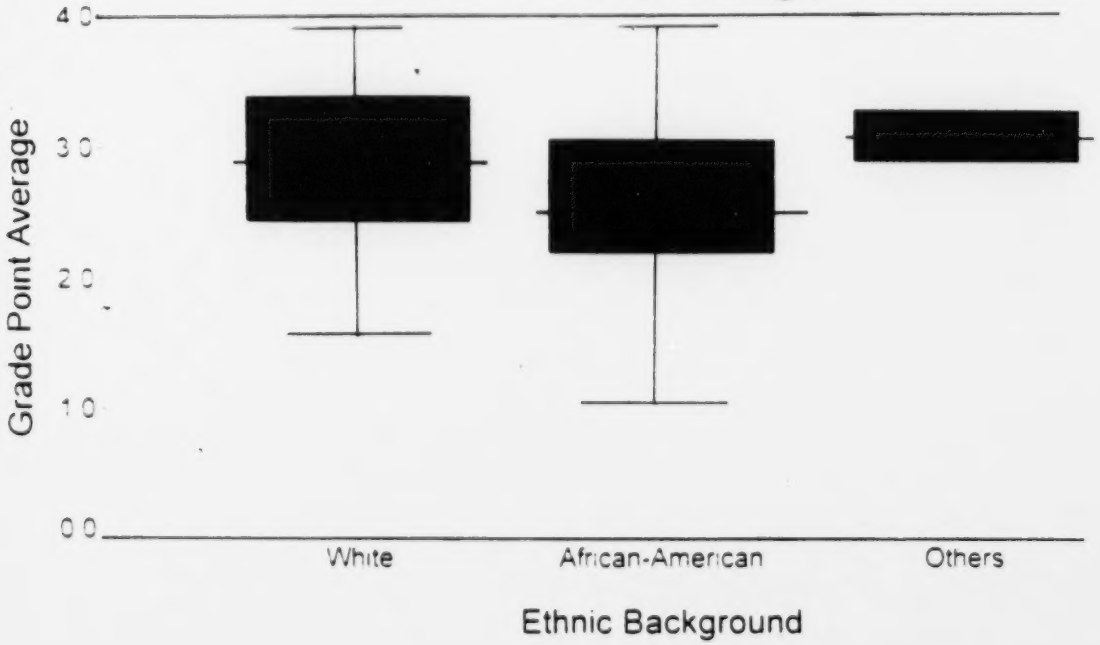


Figure 5c. GPA Of Transfer Students At 4-Year Colleges

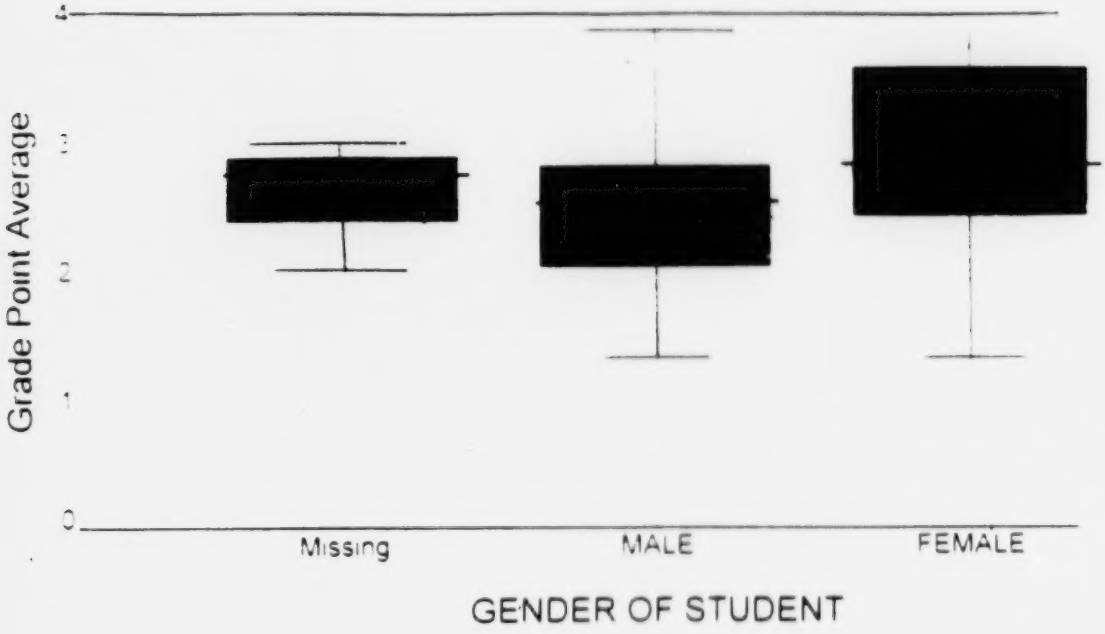


Figure 5d. GPA of Former PHCC Students At PHCC Prior To Transfer To 4-Year Colleges

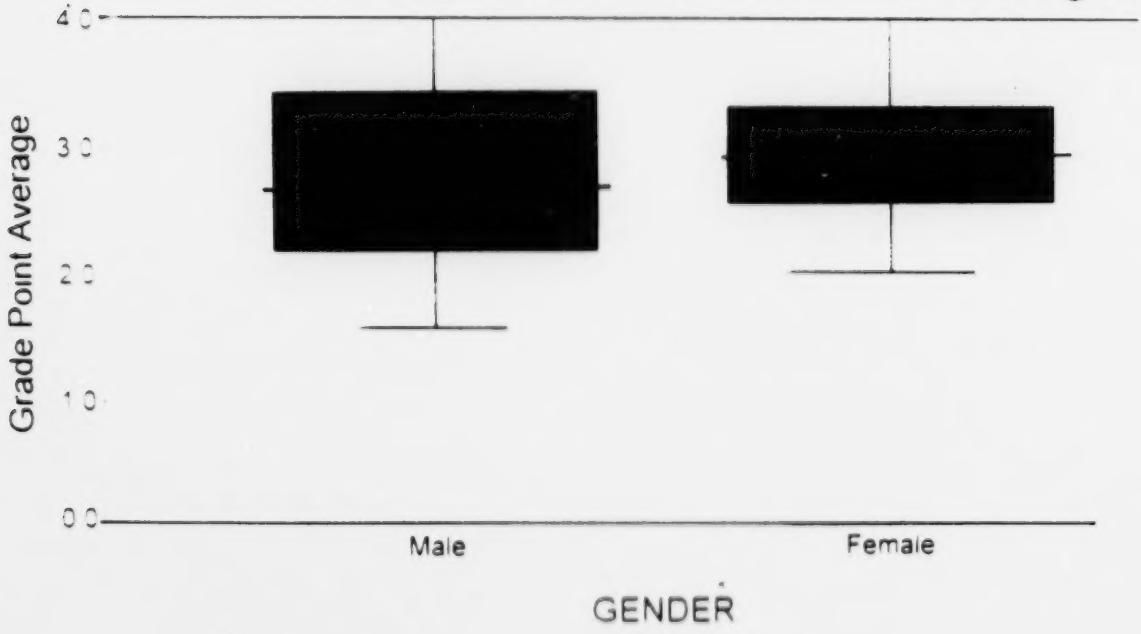


Figure 6a. Hours Completed At PHCC Prior To Transfer To 4-Year Colleges

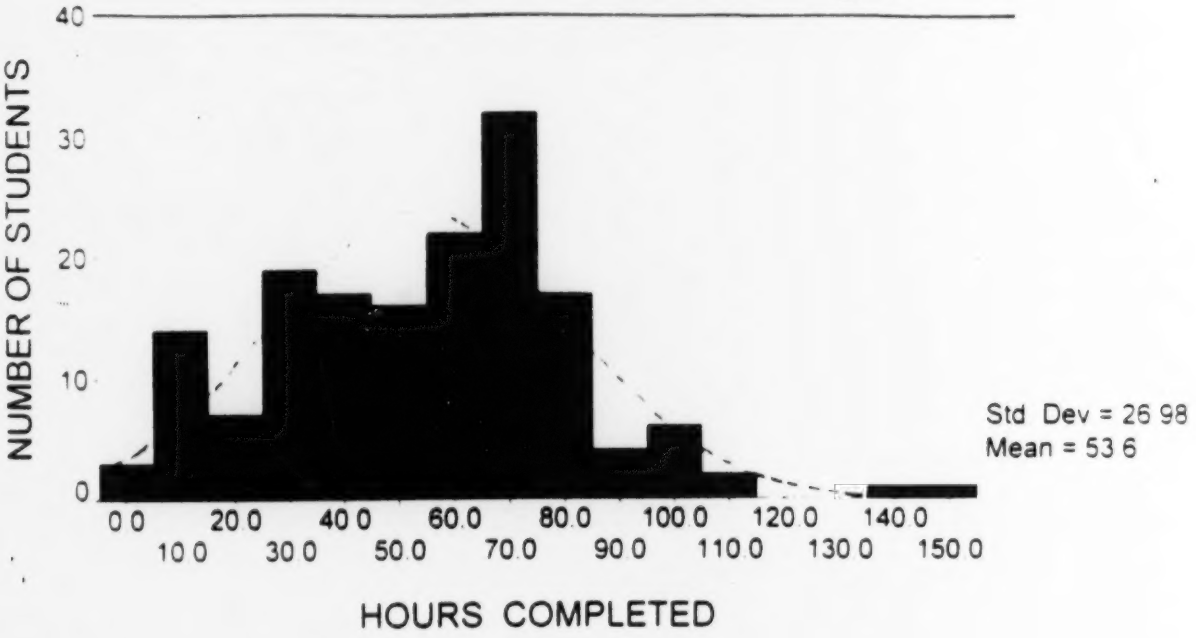
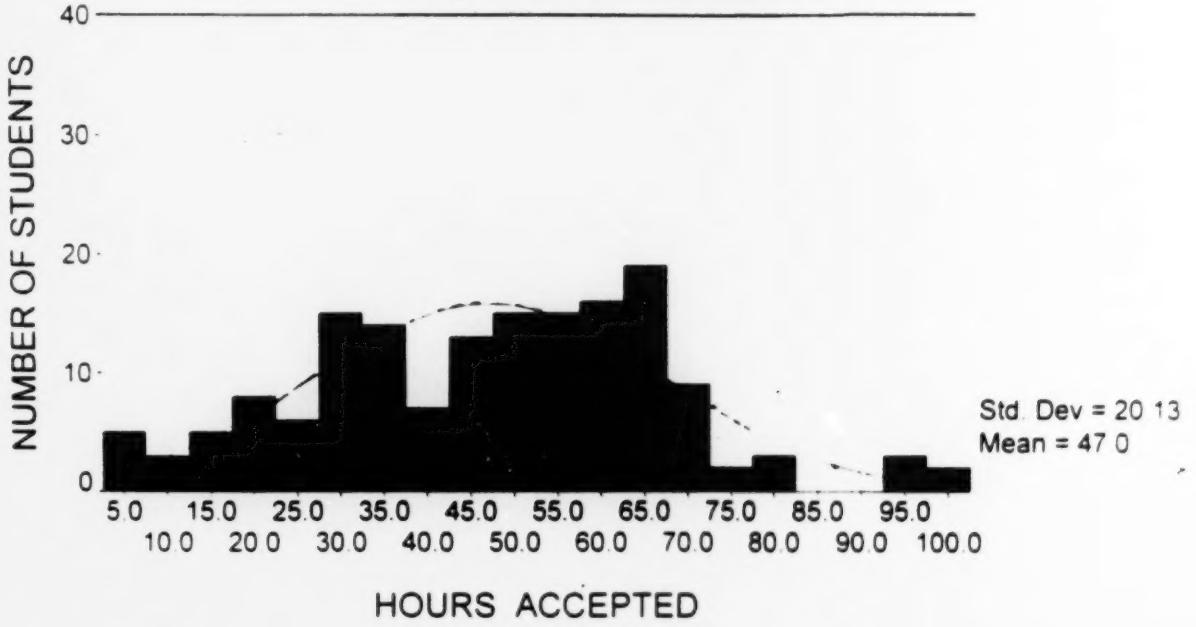


Figure 6b. Credit Hours Accepted By Senior Institutions



Appendix A. The Name of Four-Year Transfer Colleges.

Record No.	College Name
1	Appalachian State University
2	Army ROTC
3	Averett College
4	Baltimore International Culinary College
5	Bluefield College
6	Bridgewater College
7	Campbell University
8	Catawba College
9	Clinch Valley College
10	College of William and Mary
11	East Carolina University
12	Eastern Mennonite College
13	Elon College
14	Emory and Henry College
15	Ferrum College
16	Florida Institute of Technology
17	Gardner-Webb College
18	George Mason University
19	Greensboro College
20	Hampden-Sydney College
21	Hampton University
22	High Point College
23	James Madison University
24	Lees-McRae College
25	Lenoir-Ryhne College
26	Longwood College
27	Lynchburg College
28	Mary Baldwin College
29	Mary Washington College
30	Marymount University
31	Meredith College

Record No.	College Name
32	Norfolk State University
33	Old Dominion University
34	Peace College
35	Pfeiffer College
36	Radford University
37	Randolph-Macon College
38	Randolph-Macon Woman's College
39	Roanoke College
40	Salem College
41	Saint Paul-s College
42	Shenandoah College
43	Southern Virginia College for Women
44	Sweet Briar College
45	University of Charleston
46	University of Richmond
47	University of Tennessee
48	University of Virginia
49	Virginia Commonwealth University
50	Virginia Intermont College
51	Virginia Military Institute
52	Virginia State University
53	Virginia Tech
54	Virginia Union University
55	Virginia Wesleyan College
56	West Virginia Colleges and Universities
57	Winston-Salem State University
58	College of William & Mary
59	Newport News Shipbuilding
60	Johnson & Whales University
61	Lynchburg College In Virginia

PATRICK HENRY COMMUNITY COLLEGE
TRANSFER SURVEY

Directions: Please use any soft lead pencil to fill in the blanks indicating your responses. Some items may not apply to you. If you wish to change your response, erase your first mark completely and then mark the correct response. Unless directed to mark more than one response, select only ONE response for each item.

1. What was your intended educational goal at the time you initially enrolled at PHCC? (Choose all that apply.)
   - a. To Obtain an Associate Degree ☐
   - b. To Complete a Vocation/Technical Program ☐
   - c. To Take Courses Necessary for Transfer ☐
   - d. To Obtain or Maintain a Certification ☐
   - e. To Take some Job-Related Courses ☐
   - f. To Take Courses for Personal Satisfaction ☐
   - g. Other (please specify) _____

2. Amount of education planned for future?
   - a. Ph. D and higher ☐
   - b. Masters degree ☐
   - c. Bachelors degree ☐
   - d. Professional degrees and diplomas ☐
   - e. None ☐

3. To what extent have you achieved your educational goal?

To a great extent	To some extent	Uncertain	Hardly at all	Not at all
☐	☐	☐	☐	☐

4. Please rate the quality of each of the following aspects of your PHCC experience. Circle only one answer for each item.

A. Student Services	Excellent	Good	Fair	Poor	Did Not Use
Registration process	(4)	(3)	(2)	(1)	(0)
Business & Administrative Services	(4)	(3)	(2)	(1)	(0)
Financial aid assistance	(4)	(3)	(2)	(1)	(0)
College Publications	(4)	(3)	(2)	(1)	(0)
Student orientation class	(4)	(3)	(2)	(1)	(0)
Grade reporting/transcript processing	(4)	(3)	(2)	(1)	(0)
Learning Resource Center	(4)	(3)	(2)	(1)	(0)
Counseling for program/course selection	(4)	(3)	(2)	(1)	(0)
Counseling for personal problems	(4)	(3)	(2)	(1)	(0)
Student organizations	(4)	(3)	(2)	(1)	(0)
Intramural sports	(4)	(3)	(2)	(1)	(0)
Extracurricular activities	(4)	(3)	(2)	(1)	(0)
Availability of cultural activities	(4)	(3)	(2)	(1)	(0)
Assistance in finding employment	(4)	(3)	(2)	(1)	(0)
Graduation process	(4)	(3)	(2)	(1)	(0)

B. Academic Services	Excellent	Good	Fair	Poor	Did Not Use
Academic advisement provided by faculty	(4)	(3)	(2)	(1)	(0)
Content of courses	(4)	(3)	(2)	(1)	(0)
Developmental courses	(4)	(3)	(2)	(1)	(0)
Instructional Support for my curriculum	(4)	(3)	(2)	(1)	(0)
Computer laboratories	(4)	(3)	(2)	(1)	(0)
Tutorial services/learning assistance	(4)	(3)	(2)	(1)	(0)
Testing and grading practices of faculty	(4)	(3)	(2)	(1)	(0)
Faculty/student class interaction	(4)	(3)	(2)	(1)	(0)
Faculty performance in classroom	(4)	(3)	(2)	(1)	(0)
Overall quality of instruction in my curriculum	(4)	(3)	(2)	(1)	(0)
Overall quality of instruction at the college	(4)	(3)	(2)	(1)	(0)

The faculty and staff of Patrick Henry Community College would appreciate it if you could take an extra minute to make any comments concerning the strengths and weaknesses of curriculums and services offered at PHCC. Please feel free to use the back of this survey for this purpose.

Thank you for participating in this survey.

BEST COPY AVAILABLE